

CLEAN VERSION

DRAFT # 1 – 9.24.12

DRAFT # 2 – 2.28.13—Includes 2012 CEC Standards and BI Indicators (Draft)

DRAFT # 3 – 7.15.13

DRAFT # 4 – 8.22.13 – NCTE Exec Comm

DRAFT #5 – 10.11.13 – NCTE Council Meeting

1.23.14 – NCTE Exec Comm

Special Education – Behavior Intervention Specialist

Endorsement Guidelines

To Accompany Rule 24

**(Adopted by the State Board
of Education on _____)**

006.59 Special Education – Behavior Intervention Specialist

006.59A Grade Levels: Birth through Grade 12, PK-6, 7-12

006.59B Endorsement Type: Supplemental

006.59C Persons with this endorsement may teach, consult, or provide services related to behavioral needs for children with disabilities, birth through age 21, grades PK-6, or grades 7-12.

006.59D Certification Endorsement Requirements: The endorsement shall require a minimum of 18 graduate semester hours in behavior intervention strategies and closely related topics. In addition, the candidate shall have previously obtained the Special Education endorsement.

006.59D1 If a candidate does not hold a Special Education endorsement, a minimum of an additional 12 graduate semester hours in special education coursework is required.

006.59E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on The Council for Exceptional Children

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(CEC), Advanced Preparation Standards for Special Education Teachers (2013), and CEC Special Education Behavior Intervention Specialty Set (2013).

Advanced Standard 1: Assessment

Special Education Behavior Intervention Specialists use valid and reliable assessment practices to minimize bias.

Element 1.1 Special education behavior intervention specialists minimize bias in assessment.

Element 1.2 Special education behavior intervention specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Indicators include, but are not limited to: (All Common Core Indicators are assumed.)

(SEBIS1 S1) Communicate the assessment of individual's performance and evaluation of behavior intervention plans.

(SEBIS1 S2) Use strategies for monitoring the fidelity of implementation of behavior intervention plans.

(SEBIS1 S3) Behavior intervention specialists evaluate the social validity of interventions across all stakeholders and settings.

Advanced Standard 2: Curricular Content Knowledge

Special Education Behavior Intervention Specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Element 2.1 Special education behavior intervention specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities.

Element 2.2 Special education behavior intervention specialists continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

Element 2.3 Special education behavior intervention specialists use understanding of diversity and individual learning differences to

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inform the selection, development, and implementation of
comprehensive curricula for individuals with disabilities.

(No additional SEBIS indicators for Advanced Standard 2)

Advanced Standard 3: Programs, Services, and Outcomes

Special Education Behavior Intervention Specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.

- Element 3.1 Special education behavior intervention specialists design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities.
- Element 3.2 Special education behavior intervention specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with disabilities.
- Element 3.3 Special education behavior intervention specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities.
- Element 3.4 Special education behavior intervention specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities.
- Element 3.5 Special education behavior intervention specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities.

Indicators include, but are not limited to:

- (SEBIS3 K1) Concepts and principles of behavior support and programming.
- (SEBIS3 K2) Relationship of academic competence and social-emotional and behavior competence.
- (SEBIS3 K3) Relationship among communication, cognitive functioning, and behavior competence.
- (SEBIS3 K4) Interrelationship of co-occurring diagnoses and the impact on

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behavior intervention planning.

- (SEBIS3 S1) Facilitate and conduct comprehensive person-centered planning that incorporates participation in school, home, community, and vocational activities.
- (SEBIS3 S2) Facilitate and conduct comprehensive functional behavior assessments.
- (SEBIS3 S3) Use assessment information to identify and incorporate function-based techniques into behavior intervention plans.
- (SEBIS3 S4) Monitor, evaluate, and revise behavior intervention plans based upon a range of data.
- (SEBIS3 S5) Integrate behavioral, educational, medical, mental health, related services, and personal goals into comprehensive behavior intervention plans.

Advanced Standard 4. Research and Inquiry

Special Education Behavior Intervention Specialists conduct, evaluate, and use inquiry to guide professional practice.

- Element 4.1 Special education behavior intervention specialists evaluate research and inquiry to identify effective practices.
- Element 4.2 Special education behavior intervention specialists use knowledge of the professional literature to improve practices with individuals with disabilities and their families.
- Element 4.3 Special education behavior intervention specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Indicators include, but are not limited to:

- (SEBIS4 K1) Research in positive behavior interventions and supports and applied behavior analysis that supports individuals with behavior challenges and their families.
- (SEBIS4 K2) Evidence-based promising practices and program models that address social emotional competence.
- (SEBIS4 S1) Evaluate the quality of research examining positive behavior

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intervention strategies and disseminate new advances and evidence-based practices.

- (SEBIS4 S2) Assist professionals and other stakeholders in designing, implementing, and evaluating comprehensive interventions to decrease challenging behavior and increase appropriate behavior.

Advanced Standard 5. Leadership and Policy

Special Education Behavior Intervention Specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

Element 5.1 Special education behavior intervention specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities.

Element 5.2 Special education behavior intervention specialists support and use linguistically and culturally responsive practices.

Element 5.3 Special education behavior intervention specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families.

Element 5.4 Special education behavior intervention specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities.

Element 5.5 Special education behavior intervention specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with disabilities.

Indicators include, but are not limited to:

- (SEBIS5 K1) Characteristics and behavior support needs of individuals with challenging behavior.
- (SEBIS5 K2) Responsibilities and functions of school committees and boards regarding the behavior support and discipline of individuals with behavior challenges.
- (SEBIS5 K3) Relationship of challenging behavior patterns and access to

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behavior supports.

- (SEBIS5 S1) Promote use of a continuum of services and placement options to meet the needs of individuals with behavior challenges.
- (SEBIS5 S2) Advocate for educational policy that addresses seclusion, restraints, and other disciplinary practices consistent with the evidence base.
- (SEBIS5 S3) Act as a systems change agent to improve social-emotional outcomes for individuals with challenging behavior.
- (SEBIS5 S4) Identify, compare, and implement evidence-based practices to support students with challenging behavior patterns.

Standard 6. Professional and Ethical Practice

Special Education Behavior Intervention Specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with disabilities.

- Element 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education behavior intervention specialist leadership.
- Element 6.2 Special education behavior intervention specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with disabilities and their families.
- Element 6.3 Special education behavior intervention specialists model and promote respect for all individuals and facilitate ethical professional practice.
- Element 6.4 Special education behavior intervention specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.

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- Element 6.5 Special education behavior intervention specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
- Element 6.6 Special education behavior intervention specialists actively facilitate and participate in the preparation and induction of prospective special educators.
- Element 6.7 Special education behavior intervention specialists actively promote the advancement of the profession.

Indicators include, but are not limited to:

- (SEBIS6 K1) Ethical and moral implications of intrusive and aversive interventions.
- (SEBIS6 K2) Systems development that promotes fidelity of implementation and sustainability of behavior intervention plans.
- (SEBIS6 S1) Advocate for ethical interventions for individuals with challenging behavior.
- (SEBIS6 S2) Use consultation, including performance feedback and fidelity of implementation data, for decision-making.

Standard 7. Collaboration

Special Education Behavior Intervention Specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families.

- Element 7.1 Special education behavior intervention specialists use culturally responsive practices to enhance collaboration.
- Element 7.2 Special education behavior intervention specialists use collaborative skills to improve programs, services, and outcomes for individuals with disabilities.
- Element 7.3 Special education behavior intervention specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with disabilities.

Indicators include, but are not limited to:

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(SEBIS7 K1) Strategies for promoting integrated systems of care and self-determination that include the individuals with challenging behaviors, family and community agencies.

(SEBIS7 S1) Organize and facilitate collaborative behavior intervention decision-making.